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ABSTRACT

The ideologies, beliefs, and perceived roles of Southeast Asian bilingual teachers working in the Merrimack Valley (Massachusetts) were studied. The focus is on the city of Lowell, where there has been a rapid influx and a large concentration of Cambodians, Laotians, and Vietnamese students of limited English proficiency. Thirteen male and 13 female Southeast Asian bilingual teachers, many of whom substituted prior teaching experience for teaching certificates, were asked about (1) educational priorities; (2) professional development and improvement beliefs and plans; (3) vision and ideals about the school and their expectations; (4) teaching effectiveness; and (5) their ideas about the teacher's role. Educational priorities were usually discipline, positive attitudes, motivation, native language skills, and English proficiency. The aim of education and the teacher's role was seen as going beyond the cognitive to include the affective domain. Teachers believed students should be educated without distinction of gender. They intended to improve themselves professionally and were aware of limitations caused by their lack of certification. Twenty-two tables present survey findings. (Contains 10 references.) (SLD)

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ED 371 072

EDUCATIONAL IDEOLOGIES OF SOUTHEAST ASIAN BILINGUAL TEACHERS

Exploring the elusive

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EDUCATIONAL IDEOLOGIES OF SOUTHEAST ASIAN BILINGUAL TEACHERS

Exploring the elusive

Abstract

In order to validate effective teaching practices and to promote appropriate and relevant educational approaches educating students with Limited English Proficiency, it is necessary to find pertinent information from bilingual teachers, regarding the significant factors that influence their self perception when working in Bilingual programs in America.

The aim of this research study is to specifically explore the ideologies, beliefs and perceived roles of Southeast Asian Bilingual teachers (which might differ from other language minority groups) working in public school systems in the Merrimack Valley. The focus is on the city of Lowell, where there is a rapid influx and large concentration (second in the country after Long Beach) of Cambodians, Laotians and Vietnamese LEP students.

Educational research seldom concentrate on Bilingual teachers and in very rare occasion the focal focal point are Southeast Asians. The intent of this study is to provide some of the missing research on educating this new emerging Southeast Asian population and to contend that the crusial aspect in the learning process for culturally and linguistically diverse students, is the relationship between students and teacher.

I. INTRODUCTION

The ethnic and language composition of the students in American schools is changing. Large numbers of students whose native language is other than English are entering public school and presenting a new challenge for educators. The dramatic encounter of these new language minority students with public education come as a surprise to many people. Numerous school systems in the country, especially the ones located in urban areas, were caught unprepared to provide an appropriate and relevant education to this fast emerging young population.

The rapid transformation that this country is experiencing from an autonomous European cultural tradition to a society of global interdependency requires serious reflection regarding the fundamental question that all educators confront: How to better educate our children for the future, and in this case more specifically: How to better educate linguistically and culturally diverse students.

In this endeavor, if the genuine concern is authentic teaching and learning, we need to take a hard look to what is happening within the entire American educational system. In order to understand in part what is occurring in the school, our inquiry must also include the community at large because education is not a neutral enterprise (Apple 1979) and schools are not only an agent for change but a reflection of what is happening in society. Ignoring what is transpiring outside the school would be a terrible mistake.

Furthermore, if the goal is to improve educational programs for students arriving to this country with language other than English, and to have exemplary educators working successfully with them, it is imperative to know more about bilingual teachers who make a difference. If one wants to bring out the best in teaching, it is vital to identify not only the external aspects of the profession, such as technical skills and professional experiences, but also to unravel the internal dynamics that make these individuals move beyond mere competence to a high level of excellence, which according Renck Jalongo(1991) it is characterized by decision-making, creativity, perceptivity, and spontaneity. It is also necessary to interpret the scope and function of their ideologies, attitudes, beliefs and values that allows bilingual teachers to generate responses to their students

and to look at the ways they interact day to day with students in school. To renew and change deteriorated educational programs, "the basic structures of schools and the human relationships within the school personnel must be changed. This is especially true if limited interaction between teachers and students, and teachers and parents persist." (Sinclair & Nieto 1988)

Ideologies influence everyday function and, as Apple argues, ".are not only a global set of interests, things imposed by one group on another. They are embodied by our common sense, meaning and practices." (Apple 1982) They are also inevitable creations that are essential and function as shared convictions of meaning for making complex social reality understandable (Apple 1979).

If the guiding principle of education is to promote learning, now that schools in America are confronting large contentions and new demands; teachers in this decade need to play different and new roles in the school. All of these complexities make it urgent to learn more about what is going on within the teachers as men and women, what is the force that motivates these bilingual teachers who effectively impart education to this new type of student considered by many as hard to educate. The research-based knowledge of these ideologies, beliefs and goals will provide the basis to point to new ways of thinking about the directions and essential roles bilingual teachers need to play in the improvement of education, as we are enter the third millennium.

By traditionally focusing on external aspects of education, fundamental questions were often neglected and overlook in the design, evaluation and implementation of programs. We need to know among others: What are teachers' perceptions? What are their goals and priorities? What are they trying to accomplish with their students? Are they interested in change and professional growth? What are the qualities that make them effective teachers? What are their perceived roles? What is the sense that they have about themselves? What are the unique attributes that competent bilingual teachers have?

The research-based knowledge and literature on the role or the ideology of bilingual teachers is scant, vague, or non-existent, and little agreement exist as to what specific knowledge, skills and attitudes bilingual teachers should possess. (Garza & Barnes 1989)

II. REVIEW OF THE LITERATURE

"Exploring the elusive."

Teaching to this newly emerging linguistically and culturally diverse population requires a new kind of teacher; one who plays different roles, having perceptions different from the traditional ones, attitudes and skills that enable them to integrate educational goals into action. Teaching for the future also requires teachers who are able to function effectively in a setting that many times is unfamiliar to them and to their students. What teachers do in their classroom is a reflection of their understanding about their role as educators. In the words of Montero - Sieburth (1990):

> *The ways teachers select knowledge, interpret and use knowledge and correct meanings in their classrooms mirror the teachers' understanding of the perspective or definition they bring to a situation, the constraints which they face, and the way such perspectives are finally played out.*

To have a sense of who one is and what the professional goals, objectives and activities are, as Rencko Jaiongo points out, one must use reflection as the vehicle for self-perception of the "perspectives, priorities, practices" Reflection also helps as to resolve problems; in this regard Heath (1986) observes:

> *when faced by a problem, we reflect, we become more aware, we search for hints or clues, we explore the consequences of our hunches. We reflect more about our feelings, values, our interpersonal styles. We try to understand why students and colleagues react as they do. Research clearly shows that the more mature person is a more reflective, self-insightful, understanding person.*

In order to develop professionally, it is necessary to look back and within. Having the sense of what one is, provides the opportunity to learn and grow; not only from accomplishments but also from past mistakes. Schon (1983), as cited in *Role of the Teacher in the 21st Century*, says:

> *When a practitioner becomes a researcher into his own practice*
> *he engages in a continuous process of self-education. The recognition of error, with its resulting uncertainty, can become a source of discovery rather than an occasion for self defense.*

In other words, when teachers examine their own practice, inquiry becomes the focal point (Renck, Jalongo 1990) and they become active learners, seeking professional growth and self-direction. All of these qualities denote the quest for professional development, because educational attainments according to Martin Charnoy "represents one of the few hopes for social mobility from generation to generation." (Charnoy 1982)

Teaching this newly emerging population requires talents and techniques different from traditional ones. Bilingual, English as a Second Language (ESL) or mainstream teachers must know more than speaking the language of their students. In addition to awareness, knowledge and skills of what to teach, attitudes are an important factor in the teaching process, especially when the emphasis is not only, on students learning and teachers teaching, but in their active interaction. As Garza & Barnes (1989) suggest:

> *New teachers need intellectual tools that provide a mindset*
> *for evaluating their teaching critically, reflecting upon their teaching, and making reasoned decisions about it. Teachers need to focus not only upon how things are to be done but also upon why.*

In this regard the Center for Applied Linguistics (CAL) proposed in 1974, specific qualities that bilingual teachers need to have --in addition to cultural awareness and sensitivity -- the proper academic preparation and professional experience and a genuine and sincere interest in the education of children regardless of their personal qualities, or linguistic and cultural background.

The CAL proposal also suggests several specific teaching factors, such as attitudes and behaviors, that greatly influence the teaching of limited English proficient students (Garza & Barnes 1989), "beliefs, values, traditions, and rules for social behavior is shared and valued by the group and passed from one generation to the next."

Teachers' sensitivity to the effects of transculturalization of their students or of themselves; the significance of the socialization process in the family unit; conflict in the students lives; and the awareness or ability to identify or assist with student needs, are another concerns of the CAL proposal.

Traditionally in education, there is an assumption that teachers have the responsibility to create productive learning environments. But questions immediately arise: Are teachers alone, able to create this environment, and do they have the capacity to establish such conditions? For those of us who have spent many years close to learners, practical experience shows that classroom teachers, especially those with Limited English Proficient (LEP) students, spend their time in school working in isolation without much professional dialogue. Nancy Finkelstein (1988) stated: "In thinking about the responsibility and capacity to create productive learning environments, one must recognize that over the last fifty or more years teachers have been left standing on a drastically eroded mainland of professional discretion."

This study is an attempt to address some of these questions, as they relate specifically to role, visions, perceptions, and expectations of Southeast Asian teachers and students, and the nexus with effective education.

III. METHODOLOGY

To explore, obtain information, extract possible patterns and make comparisons regarding some of the "elusive" roles and ideologies of bilingual teachers from Southeast Asia, and lead by research questions, a survey instrument was constructed having five category variables and thirty items. The category variables in the designed instrument are: 1) Educational Priorities; 2) Professional Development and Improvement; 3) Vision / Ideals about their school, and Individual Perceptions and Expectations; 4) Teaching Effectiveness; and 5) Teachers' Role (See Table 1).

(INSERT TABLE 1 HERE)

In the first category variable, *Educational Priorities*, we were interested in inquiring about educational goals that merit the attention of Southeast Asian teachers. The second variable, *Professional Development and Improvement*, focused on whether or not Southeast Asian teachers were willing to expend more effort and to grow professionally. The third category variable,*Vision and Ideals, Individual Perception and Expectation*, examined their ability to conceive the kind of school that they would like to have, their ideas about the qualities of good teaching, as well as expectations

that they have of students and parents, and weather they use cultural models and ideals in their classroom. The fourth category variable,*Teaching Effectiveness*, attempts to seek diverse factors that influence their teaching efficiency and their expected educational outcomes, as well as the influence of their student limitations and strengths. The last category, *Teachers' Role*, studies the distinct and numerous tasks that Southeast Asian teachers need to accomplish while educating language minority students. Table 2 shows the items composite for each category.

(INSERT TABLE 2 HERE)

These five category variables were considered dependent variables and were tested to establish relationships against independent variables such as gender, age, length of time working as teachers in the local area and outside, length of time living in the country and teaching grade. Using responses from the items in the questionnaire, several composite variables were constructed for analytical purposes.

The instrument to collect the data as mentioned before was a written survey divided into three sections. The first part comprised eight general questions pertaining to independent variables; the second section contained fourteen items to be answered in a Likert-type ordinal scale (strongly agree, agree, do not know, disagree and strongly disagree). The third component (nominal scale) included sixteen open-ended questions. Both sections contained questions as their pertain to the five category variables. Although all the participants were bilingual, they had the option to answer these questions in English or in their native language. The survey was administered in a group with unlimited time.

To determine clustering, group variance and to find out if there was a significant difference between the observed and expected frequency in the cells, several statistical measurements such as Chi-square, analysis of the variance (ANOVA), etc. were used. To corroborate and increase understanding of the study findings triangulation and peer debriefing methods were utilized.

IV. PROFILE OF PARTICIPANT SOUTHEAST ASIAN TEACHERS

A total of twenty-six Southeast Asian bilingual teachers working in a city experiencing a large influx of Cambodian, Laotian and Vietnamese students, volunteered to participated in the survey conducted in the 1990-1991 school year (See Table 3). Some of the important characteristics of the group follow:

Gender

The cohort of teachers consisted equally of 50.0% (n=13) females and 50.0% (n=13) males.

(INSERT TABLE 3 HERE)

Age

Participants 38-39 years of age represented the main concentration, 23.0% (n=6). The 42 year olds group represented the second largest age concentration with 15.0% (n=4). The remainder were in the age range of 28 to 75 years old. In general, female teachers were relatively younger than male; their age ranged between 29 and 42.

(INSERT TABLE 4 HERE)

Length of time working as teachers

At the time of the survey, participating Southeast Asian teachers did not hold a teaching certificate but many had teaching experience here or in their native country. Because of the hardship situation and shortage of bilingual teachers, the Massachusetts Department of Education allowed teachers to be hired under waiver. Several of these Southeast Asian teachers worked under this provision for several years, ranging from a year, 11.53% (n=3), to six years 3.84% (n=1). More than a quarter of the teachers, 25.1% (n=6) were under waiver for the fourth year.

(INSERT TABLE 5 HERE)

a) In the local area

Southeast Asians have been working in the local school system for several years, ranging from a year or less, 7.7% (n=2) to seven years of teaching 3.8% (n=1). Approximately half of the total Southeast Asians teachers, 46.2% (n=12) have been working in the local area for four to five years. Male Southeast Asians have been working longer than females, with a large concentration of four, five and six years, 42.3% (n=11). Female Southeast Asians are relatively new in the teaching force at the local area; almost half of them, 42.35 (n=11), have two to five years of teaching at the local site.

(INSERT TABLE 6 HERE)

b) Outside of the local area

Southeast Asians are relatively new to teaching in the local area, yet many of them, as we mentioned before, had previous teaching experience somewhere else, and they have been living in this country for a significant number of years. Their teaching experience ranged from less than than a year, 11.5% (n=3), to seven years, 3.8% (n=1).
Approximately two thirds of female teachers, 46.15% (n=6), have between two or three years of teaching experience, and two thirds also of male teachers 69.23% (n=9) have been teaching for three to five years.

(INSERT TABLE 7 HERE)

Length of time living in this country

A large majority of the teachers who participated in the survey have been living in this country between seven and ten years, 73.0% (n=19). Approximately the same proportion of female teachers, 76.9% (n=10), lived in this country from eight to ten years. Some male Southeast Asians had arrived earlier but the concentration, 46.15% (n=6), is from seven to eight years of residence here.

(INSERT TABLE 8 HERE)

Grade teaching

As Southeast Asian students are enrolled in all elementary and secondary grades, Southeast Asian teachers have been teaching in all grades. Many of these teachers have been working in the local school system for the past nine years.

(INSERT TABLE 9 HERE)

V. FINDINGS

1. EDUCATIONAL PRIORITIES

Bilingual teachers, teaching only subject matter

More than half of the total of Southeast Asian teachers, 53.84% (N=14) agreed or strongly agreed that bilingual teachers should only teach subject matter or content area to their students. This is equally felt by the same proportion of male and female teachers, each with 53.84% (n=7). The rest of the teachers 38.46% (n=10) disagreed or strong disagreed with this idea; this feeling is also equal between male and female teachers with 38.46% each. One participant was ambivalent, and one did not respond to this question. Regarding this attitude,the difference on gender was not a significant attribute, as it supported by the Chi-Square test ($X = 0.1$ $p<.01$).

(INSERT TABLE 10 HERE)

Educational priorities

The priorities expressed by Southeast Asian teachers in educating their students could be summarized in the following categories: discipline, positive attitude and motivation, 23.1% (n=6) each respectively; native language and academic skills, 15.4% (n=4) each; and English proficiency, 7.7% (n=2).

(INSERT TABLE 11 HERE)

Effective learning

Almost one-quarter of the Southeast Asian bilingual teachers, 23.1% (n=6), and especially the older ones, felt that students need to learn more their native language in order to be able to later on learn English later and transfer academic concepts to the second language. Other needs expressed by the participants were to teach effectively 7.7% (n=2) and the availability of appropriate teaching materials in the native language, 7.7% (n=2). They also indicated that it is necessary to develop better student-teacher relations; encourage school attendance; foster social development, academic commitment and hard work; increased parental participation and role models; the desire to continue their education at higher education level, and promote the vision of economic success, 3.8% (n=1), each.

Boys or girls need to be educated

Nearly unanimously, both male and female teachers, 84.6% (n=22), felt that gender should not be a distinction regarding the quality of education offered to students. Both boys and girls should receive the same quality of education. This feeling is shared by the teachers regardless of their gender, age, years of residence in this country or grade of teaching. One was ambivalent about this question and only three individuals did not answer. Again, concerning this view, gender of the participants was not a significant contibuting factor, as it is indicated by the Chi-Square test ($X = .046$ $p < .01$).

2. PROFESSIONAL DEVELOPMENT AND IMPROVEMENT

More female teachers, 92.3% (n=12), than male, 75% (n=9), are eager to take courses to obtain bachelor degree and/or their teacher certification.

English Proficiency

Nearly all, 93.3% (n=12), female teachers and 84.6% (n=11) of the males would like to learn more English.

Improvemrnt of the teaching and learning process

Southeast Asian teachers felt that there are several things that could be done to improve the learning process of their students. Among them was the incorporation of native traditions into the curriculum. Nearly one-fifth of all the surveyed teachers, 19.2% (n=5), felt that this was important; as well as cross cultural awareness, 11.5% (n=3); development and availability of teaching materials in the native language, 11.5% (n=3); and providing personal attention, guidance and encouragement to their students,11.5% (n=3). Male teachers felt that they have a responsibility to promote cross-cultural awareness, 23.1% (n=3); and to provide guidance and encouragement, 15.4% (n=2). On the other hand, female teachers felt that the incorporation of native culture and tradition as well as the availability and development of teaching materials in the native language, 23.1% (n=3), would improve the learning process of their students. This perception is the same for elementary and secondary teachers.

(INSERT TABLE 12 HERE)

More than half of both male and female teachers, 62.0% (n=16), regardless of the teaching grade, suggested that they could improve their teaching through professional development programs. This feeling is stronger among male teachers, 77.0% (n=10), than female teachers, 46.1% (n=6), who also considered other alternatives for improvement 54.% (n=7). In this perception, gender was not found to be a contributing factor, (X= .067 p>.01).

Among these other suggestions presented to improve their teaching skills were: collaboration and coordination with teachers in the standard curriculum, 7.6% (n=2); and the introduction of innovative teaching practices, 7.6% (n=2). Also, teaching effectiveness, improvement of English proficiency, value and appreciation of native culture, a clear mission, classroom management, curriculum development, and improved teaching skills, received 3.8% (n=1) each.

(INSERT TABLE 13 HERE)

3. VISION AND IDEALS, INDIVIDUAL PERCEPTIONS AND TEACHER EXPECTATION

More than three quarters of all Southeast Asian teachers, 80.76% (n=21), felt that uncertified teachers are viewed negatively. This perception is stronger among female teachers, 92.30% (n=12), than male, 69.23% (n=9). The negative view expressed by the participants was attributed to the negative attitude of some other teachers, 23% (n=6); a negative perception in general, 19.20% (n=5); the idea that they lack the necessary teacher qualifications, 15.4% (n=4); and/or experience, 7.7% (n=2). The perceived lack of certification and experience are the main reasons for the negative view indicated by male teachers. The attributed lack of qualifications and negative attitude of others are the reasons for the negative perception felt by female teachers. Gender also in this case, was not found to be a determining factor influencing this perception, (X=.049 p<.01).

(INSERT TABLE 14 HERE)

Idea of good teaching

The attributes of good teaching expressed by 35% (n=9) Southeast Asian teachers at elementary and secondary levels were ability to mediate learning and effective teaching. The characteristics of good teaching are summarized in Table 14.

In addition, they think that good teaching skills, experience, sensitivity and appropriate materials are also factors for good teaching.

A very important characteristic of good teaching for female teachers is the ability to mediate learning, 30.8% (n=4), followed by meeting the needs of their students, 15.4% (n=2). Male teachers, on the other hand believe, that most important is effectiveness, 23.1% (n=3), followed by motivation,15.4% (n=2).

Qualities of good bilingual teachers

The qualities of a good bilingual teacher as perceived by Southeast Asians are extensive and complex ranging, among others from sensitivity to students needs, working with parents and community, having positive attitude and, being hard working person. All of the perceived good qualities of bilingual teachers are presented in Table 15.

When dividing the answers by gender to analyze qualities expressed by the participants, we found that male teachers felt that the most important qualities were: ability to motivate students; strong moral character; experience; and to promote the value of their native culture to the students. For female teachers, the most significant qualities were being a good role model and teaching effectiveness.

(INSERT TABLE 15 HERE)

Vision of school

When participants were asked about their vision for their school, Southeast Asian teachers proposed several attributes that

they would like their school to have. Nearly one-quarter of both male and female, young and older, new and seasoned teachers, 23.0% (n=6), would like their school to be a place for the students to learn and a system in which the parents take part, 15.4% (n=4); a place to experience excellence and bilingualism, 11.5% (n=3); a truly bilingual school with qualified teachers. They would also like equal educational opportunity to be promoted at their schools.

Some female teachers added one more feature. They would like their school to be seen as a model school free of discrimination.

Additional features envisioned by the teachers for their schools were: 7.6% (n=2), sensitivity to students' needs; 7.6% (n=2), a multicultural environment; 3.8% (n=1), a non-political atmosphere; 7.6% (n=2), discipline but with freedom; and 3.8% (n=1), innovative program.

(INSERT TABLE 16 HERE)

Expectations from parents and students

From parents here in USA.

For more than half of both male and female Southeast Asian teachers, 57.7% (n=15), parental involvement is expected in the United States, and this perception is not due to difference on gender, ($X=.067$ $p>=.01$). These teachers would also like to see parents monitoring the learning of their children and motivating them at home, 26.9% (n=7), and this expectation has nothing to due with gender ($X=.146$ $p<.01$). Some of the teachers surveyed, 7.7% (n=2), also decried the antagonism that some parents display. Only one teacher indicated that respect is expected from parents.

From parents in their native country

When asked about the expectation of parental participation in education in their native country, 38.5% (n=10) of the teachers did not answer this question. However, more than a quarter of them 26.7% (n=7) said that in their native countries an important value was parents' trust in teachers.

(INSERT TABLE 17 HERE)

From students here in USA.

Southeast Asian teachers expected several things from their students here; such as academic achievement, education in general and excellence, 28.8% (n=7); appropriate behavior, 15.4% (n=4); and for students to acquire responsibility, self-interest in education, 15.3% (n=4); and bilingual capabilities, 11.5% (n=3). Satisfaction and success 11.5% (n=3). They also expected their students to experience some learning difficulties, 7.7% (n=2). Students' interest in their education is expected more by the older teachers (39 to 42) who have been in this country longer (7 to 15 years).

From students in their native country.

Almost one quarter of male and female teachers, 23.1% (n=6), expected students in their native countries to have respect for school teachers and authority, and another quarter, 26.9% (n=7), did not answer this question. The remainder of the male teachers, 23.0% (n=3), expected academic achievement and 15.4% (n=2) of female teachers expected their students to attain education, appropriate behavior and success, respectively.

(INSERT TABLE 18 HERE)

Models to inspire students learning

Female teachers, 69.2% (n=9), more than male teachers, 23.1% (n=3), stated that they use cultural traditions and customs to inspire their students. However, this approach is used more frequently by almost half of both groups of teachers 46.2% (n=12). In addition, male teachers with more years of teaching experience, 23.1% (n=3), encourage respect for elders and authority.

4. TEACHING EFFECTIVENESS

Teaching obstacles encountered

Here, in USA.

Both male and female teachers, 23.1% (n=6), felt that they encountered problems with student behavior in the U.S. and it is a main concern for older teachers who are relatively new into this country, with Chi-Square of $X=.188$ $p<.01$. Additional problems encountered were: lack of effective parental participation, 15.4% (n=4), ($X=.25$ $p<.01$): and insufficient time, 7.7% (n=2), where the Chi-Square test was $X=.033$ $p<.01$. Furthermore, male teachers

encountered problems with their lack of certification, 7.7% (n=1); with school personnel, 15.4% (n=2); and with many school demands, 23.1% (n=3). For female teachers the problems encountered are diminished teacher authority and lack of respect, 23.1% (n=3). In all these cases, Chi-Square test is indicating that gender attribute was not a determinating factor regarding this feelings.

There, in their native country.

In general, 38.0% (n=10) of the Southeast Asian teachers acknowledged that they have not encountered any significant impediments to their teaching in their native country. A similar percentage of the survey participants did not answered this question. Some teachers, 15.4% (n=4), stated that the problems encountered in their native country were insufficient teaching materials and inadequate school facilities. More than half of female teachers, 53.8% (n=7), had this feeling.

(INSERT TABLE 19 HERE)

Effective teaching factors

In general, for both male and female teachers Professional Preparation, Parental support and experience are the major factors to teach effectively. Female teachers stated that what made them effective teachers was their previous teaching experience, 38.5% (n=5) as well as, student motivation and availability of native language teaching materials, 15.4% (n=2) each. For male teachers, it was their professional development, 23.1% (n=3) and familiarity with teaching strategies and parental support, 15.4% (n=2), respectively.

(INSERT TABLE 20 HERE)

Strengths and limitations of students

Nearly half of the Southeast Asian teachers, 46.2% (n=12), identified strengths of their students in mathematical skills combined with proficiency in their native language and science or social studies. Other strengths recognized were: commitment and hard work, 23.1% (n=6); value of education, eagerness and motivation, 15.3% (n=4).

For male teachers, the strengths recognized in there students were motivation, eagerness, hard work, and skills in math 63.63% (n=7). For female teachers 69.2 % (n=9) commitment and skills in math, native language and science were most often noted.

A major concern of both male and female Southeast Asian teachers, in terms of limitations of their students, was the lack of English proficiency and the unfamiliarity with the American cultural norms, 47.7% (n=15). Other restrictions indicated were discrimination and dependency, 7.7% (n=2); family problems and poor attendance,11.5% (n=3). An additional limitation perceived by male teachers were the combination of cultural confusion and lack of motivation, 7.7% (n=2) each.

(INSERT TABLE 21 HERE)

5. TEACHERS' ROLE

Helping to resolve school and students' individual and family problems.

Overwhelmingly, 92.4 % (n=24), of both male and female teachers felt that they should be the same, interested not only in helping their students to resolve their individual problems, but they should also help solve school problems, 80.7% (n=21). Likewise, to a lesser degree, 73.0% (n=19) both groups felt, that they have the responsibility to help resolve as well, students' family problems. In both cases, dealing with students and family problems, female teachers were more (1 or 2%) inclined to play that role. The conception of this notion is not due to gender $X=.048$ $p<.01$.(See table 22).

Consulting with and helping to other teachers

Almost all Southeast Asian Bilingual teachers, regardless of gender or years of experience, 96.25% (n=25), felt that they would consult with other teachers outside of the Bilingual program regarding professional issues. Although more than half of bilingual teachers, (53.8% (n=14)), were willing to help standard curriculum teachers who work with Southeast Asian students; more females, 61.53% (n=8), than males, 46.15% (n=6), were willing to do so, however in this case again gender was not the contributing factor regarding this feeling, $X=.073$ $p<.01$. In addition, approximately one third of bilingual teachers 30.8% (n=8), had mixed feelings about this idea and, several of them, 15.4% (n=4), totally disagreed. This impression does not change with years of service in the system and remains the same with new and veteran teachers. (See Table 22).

Working with parents

Overwhelmingly both male and female Southeast Asian teachers, 96.15% (n=25), believe that their role as a bilingual teacher is to work with parents, and becomes stronger as the length of time working in the school system increases; from 75% in the second year to almost 100% between the sixth and seventh year. (See Table 22). This belief has nothing to do with gender (x=.40 p<.01).

Working extra hours with students

Both male and female teachers 80.76 (n=21) were willing to work, if necessary extra hours with their students. Only 7.7% (n=2) of the participants disagreed with this idea and 11.5% (n=3) were ambivalent. This perception becomes stronger with more years of service. Female teachers 92.3% (n=12) are more likely to work extra hours, than male 75.% (n=9, however gender is not a contibuting ingredient in the formation of this attitude, X=.049 p<.01. (See Table 22).

Bilingual teachers as advocates

The majority of the teachers, 91.3% (n=21) without gender distinction, believe that they should be advocates for their students. The longer the teacher had been working in the system from one year 4.3% (n=1) to six years of service 26.1% (n=6), the stronger this belief became. (See Table 22). Again regarding this belief, gender is not a contributing factor X=.048 p<.01.

Bilingual teacher as models for their native language and culture

Table 22 shows that both male and female Southeast Asian teachers, 100% (n=26), believe that they should be a role model for their students regarding their native language and culture.

Role to play is in USA and in their native country.

Half of the participant Southeast Asian bilingual teachers, 50.0% (n=13), regardless of age, gender, residence in this country or years of service, thought that the most significant role they have to play here in their schools is to facilitate the learning of their students to prepare them for the future. Another role indicated by several teachers, 15.4% (n=4), is to be a person who can serve and

provide assistance to their community, male teachers, 38.5% (n=5), were more forceful about this role than female teachers, 23.1% (n=3); who focused more on their role to educate their students bilingually and for the future, 76.84% (n=10).

Other important roles to play, felt by some Southeast Asian teachers were being an effective classroom manager; community organizer, guide, advisor / counselor, mediator of cultural transference and curriculum developer, each with 3.8%, (n=1).

Regarding the role played in their native country, both male and female surveyed Southeast Asians teachers indicated, that it was to be educators of their culture, facilitators of learning, and motivators holding authority, 46.1% (n=12). Being a role model also was an important one for almost a quarter of all teachers, 23.1% (n=6).

INSERT TABLE 22 HERE

CONCLUSION

The original intent of this study was to explore the sometimes elusive educational ideologies of bilingual teachers and the essential roles that they need to play -now that we are entering to the third millennium- in the process to educate culturally and linguistically diverse students in this country. Because the number of these students who are entering to school systems is large, and the research-based knowledge and literature on the role of bilingual teachers is scant or non-existent, the interest of the researchers this time was to focus on Asians, the second largest minority group after Hispanics, and more specifically on Southeast Asians, mostly Cambodians. The premise under this study was also that the exclusion or omission of teachers' attitude, not only from the curriculum design or program/student evaluation, but from the implementation process of educational programs for culturally and linguistically students, would have negative results. This aspect needs to be taken into consideration, not only because this new emerging student population possess specific characteristics, but also because of the particular traits that teachers and school personnel have (Cronbach 1975). In this regard, studies conducted by Hughes (1969) and Simmons (1971) although related to program evaluation, indicated that teachers' attitude are contributing factor in the success of the implementation of educational programs.

The profile of the group of twenty six (26) Southeast Asian teachers who participated in this study could be summarize as follows: Equally conformed by half of female and male, most of them middle age individuals, but some younger as 28 years of age and other older as 75 and living in this country for less that 10 years. Even though when at the time of the survey they did not hold teaching certificate, significant number of them, have had a teaching experience here or in their native country, ranging from less than a year to seven and mostly at the elementary level.

In the area of *Educational Priorities* as expected, the majority of participating Southeast Asian teachers, have confirmed the assumption that bilingual teachers are to teach subject matters using their native language as a medium of instruction. These teachers also established as their educational priorities: discipline, positive attitude, motivation, native language skills and English proficiency , all of these we believe, is a result of the combination of the influence of the educational traditions of their indigenous country and the reflection based on their educational experience in USA.

It is also clear, that for Southeast Asian bilingual teachers the believe only in the learning of basic academic skills is not enough in the educational process, but rather the above mentioned priorities (positive attitude, discipline,motivation), are the base to develop academic competencies, to cope with the ever changing world and requirements of life in America. In the view of these Southeast Asian educators, the aim of education goes beyond the cognitive realm; for them the effective domain is also considered vital. Under this view, the concern is the person as a whole, reflecting among others Carl Rogers' concept of education.

They also think that in America students should be educated without distinction of gender. The interest of these teachers was also to develop better student-teacher active relationships, encouraging better school attendance, fostering social development, mustering academic commitment, inducing hard work, increasing parental participation and being positive role models and promoting the vision of economic success. All of this is not a short order but a new departure from the traditional role in which teachers were to teach and students were to learn.

Regarding *Professional Development and Improvement*, not only they think that it is necessary to improve their English proficiency and to take more courses for certification, but to get academic degrees as well.

They also would like to see, that the curriculum should have incorporated native culture and traditions, to inspire students to learn and enhance their identity. They felt that It is also necessary to make provisions to have adequate teaching materials available.

Under the category *Vision, Ideals, Perception and Expectations*, of the study, Southeast Asian teachers stated their concern, that because their lack of teacher certification they are viewed negatively by many people, which in several cases could also be attributed to negative attitudes of individuals.

Their ideal of good teaching for these Southeast Asian teachers is, to have the ability to mediate learning rather that impart instruction, where students play a passive role. In their conception, an important ingredient of this teaching and learning process is to motivate students and to make efforts to address their particular needs. The qualities of a good Bilingual teacher, suggested by Southeast Asians are: to have the sensitivity to perceive students needs, to have the ability to work with parents and the community, being hard working person, showing positive attitudes with strong moral character.

Their vision of school is a place free of discrimination, conducive for their students to learn in which also parents were part taken. Their high expectation is that parents participate more effective motivating and monitoring the education of their children. They wanted also their students to achieve academic excellence, exhibiting appropriated behavior, acquiring responsibility and self interest in for their education.

In the area of *Teaching Effectiveness*, some concerns, such as students behavior, too many demands in the school, and diminish teacher authority many times prevented them to teach effectively. Some limitation of their students like the unfamiliarity with the American culture norms, family problems and poor attendance, also creates additional obstacles; conversely the perceived strengths of their students is, eagerness, motivation, and hard work in addtion to, proficiency in their native language, math, science and social studies.

Finally regarding the category *Role of the Teacher* they think that bilingual teachers should be interested to help students, parents and school resolving problems, because of all of these needs to be accomplish they won't mind to work extra hours if necessary. Under their idea, bilingual teachers also should make an effort to work in cooperation with parents and other teachers from different programs in the school. In conclusion the statistical analysis performed in this study indicated that gender is not a contributing factor in the perception that these Southeast Asian teachers have.

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TABLES

Table 1.

Category Variables

1. Educational Priorities
2. Professional Development and Improvement
3. Vision and Ideals: Perception, Expectations
4. Teaching Effectiveness
5. Teacher's Role

Table 2.

SURVEY ITEMS COMPOSITE BY CATEGORY

1. *Item.* *Category*

Educational Priorities

1. A bilingual teacher should only teach subject matter.
37. Priorities in educating your students.
38. What do your students need to learn effectively?
40. Should boys be better educated than girls?

2. Professional Development and Improvement

9. A bilingual teacher should work extra hours with their students.
12. A bilingual teacher should take more courses for a degree.
13. A bilingual teacher should take more courses for certification.
14. A bilingual teacher should learn more English.
23. Name some of the things you do in your class to improve the learning process.
32. What could a bilingual teacher do to improve their teaching?

3. Vision and Ideals, Individual Perceptions/Expectations

21. Do you think a teacher who is not certified is viewed negatively by other teachers at the school?
22. What is your idea of good teaching?
30. What qualities should a good bilingual teacher possess?
31. How would you like your school to be?
34. What do you expect from the parents of your students: Here? There?
35. What do you expect of your students: Here? There?
41. What cultural models do you use to inspire your students?

4. Teaching Effectiveness

36. What problems do teachers encounter: Here? There?
39. What helps you to teach effectively?
42. List some of the strengths and limitations of your students.

5. Teacher's Role

2. A bilingual teacher should be interested in helping students with individual problems.
3. A bilingual teacher should help students with family problems.
4. A bilingual teacher should help to resolve school problems.
5. A bilingual teacher should consult with teachers outside the bilingual program.
6. A bilingual teacher should would with parents.
7. A bilingual teacher should be an advocate for their students.
8. A bilingual teacher should help a regular classroom teacher.
10. A bilingual teacher should provide a model for their native language.
11. A bilingual teacher should provide a model for their native culture.
33. What is your role as a teacher: Here? There?

Southeast Asian Teacher Profile

Table 3.

Characteristics:

GENDER		
	26n	Percent
Female	13	50%
Male	13	50%

Table 4.

AGE						
Age	Frequency	Percent	Male	%	Female	%
28	1	3.8%	1	7.7	0	
29	2	7.7%	-	-	2	15.4
31	1	3.8%	-	-	1	7.7
33	1	3.8%	1	7.7	-	-
34	1	3.8%	1	7.7	-	-
35	2	7.7%	-	-	2	15.4
36	1	3.8%	1	7.7	-	-
37	1	3.8%	-	-	1	7.7
38	**3**	**11.5%**	**1**	**7.7**	**2**	**15.4**
39	**3**	**11.5%**	**2**	**15.4**	**1**	**7.7**
40	1	3.8%	1	7.7	-	-
41	1	3.8%	-	-	1	7.7
42	**4**	**15.4%**	**1**	**7.7**	**3**	**23.1**
46	1	3.8%	1	7.7	-	-
55	1	3.8%	1	7.7	-	-
62	1	3.8%	1	7.7	-	-
75	1	3.8%	1	7.7	-	-
Total	26	100.0%	13	100%	13	100%

Table 5.

TIME WORKING UNDER WAIVER		
Value	Frequency	Percent
1	3	11.5%
2	4	15.4%
3	4	15.4%
4	6	23.1%
5	4	15.4%
6	4	15.4%
7	1	3.8%
Total	26	100.0%

Table 6.

TIME WORKING IN LOCAL AREA						
Years	Fr	%	Male	%	Female	%
1	2	7.7	1	7.7	1	7.7
2	4	15.4	-	-	4	30.8
3	3	11.5	1	7.7	2	15.4
4	**6**	**23.1**	**3**	**23.4**	**3**	**23.4**
5	**6**	**23.1**	**4**	**30.8**	**2**	**15.4**
6	4	5.4	4	30.8	-	-
7	1	3.8	-	-	1	7.7
Total	26	100.0%	13	100%	13	100%

Table 7.

PREVIOUS TEACHING OUTSIDE LOCAL AREA						
Years	Fr	%	Male	%	Female	%
0	3	11.5	1	8.8	2	16.7
1	2	7.7	1	8.8	1	8.8
2	4	15.4	1	8.8	3	25.0
3	6	23.1	3	25.0	3	25.0
4	3	11.5	3	25.0	-	-
5	4	15.4	3	25.0	1	8.8
6	1	3.8	-	-	1	8.8
7	1	3.8	-	-	1	8.8
Total	24	100.0%	12	100%	12	100%

Missing cases: 2

Table 8.

TIME IN THE U.S.A.						
Years	Fr	%	Male	%	Female	%
2	2	7.7	1	8.3	1	7.7
4	1	3.8	-	-	1	7.7
7	**3**	**11.5**	**3**	**25.0**	**-**	**-**
8	**7**	**26.9**	**3**	**25.0**	**4**	**30.8**
9	**4**	**15.4**	**1**	**8.3**	**3**	**23.1**
10	**5**	**19.2**	**2**	**16.7**	**3**	**23.1**
11	1	3.8	1	8.3	-	-
15	2	7.7	1	8.3	1	7.3
Total	25	100.0%	12	100%	13	100%

Missing case: 1

Table 9.

GRADE TEACHING		
Value	Frequency	Percent
1st & 2nd	1	3.8%
2nd & 3rd	3	11.5%
3rd & 4th	2	7.7%
4th & 5th	1	3.8%
First Grade	3	11.5%
High School	3	11.5%
Junior High	1	3.8%
Kindergarten	4	15.4%
Second Grade	2	7.7%
Third Grade	1	3.8%
Fourth Grade	1	3.8%
Ungraded	4	15.4%
Total	26	100.0%

TABLE 10

TEACHING PREFERENCE

Category	Fr.	%
Teaching only subject matter:		
-Strongly agree/agree	14	58.84
-Disagree	10	38.46
-Ambivalent	1	3.84

Missing case: 1

TABLE 11

EDUCATIONAL PRIORITIES

Category	Fr.	%
Discipline	6	23.1
Possitive attitude	6	23.1
Motivation	6	23.1
Native lang.dev.	4	15.4
English prof.	2	7.7

Missing case: 2

TABLE 12
IMPROVEMENT OF THE LEARNING PROCESS

Category	Fr.	%
Incorp. native lang./tradit	5	19.2
Cross cult. awareness	3	11.5
Teach. Math. / Native lang.	3	11.5
Attention/St. guidance	3	11.5

TABLE 13
PROFESSIONAL IMPROVEMENT

	Prof. Dev. Courses		Other	
	Fr.	%	Fr.	%
Male	10	77.0	3	23.0
Female	6	46.0	7	54.0
Total	16	61.4	10	39.6

TABLE 14
CHARACTERISTICS OF GOOD TEACHING

	Fr.	%
Ability to mediate learning	5	19.2
Be an effective teacher	4	15.4
Having a clear mission	2	7.7
Able to motivate students	2	7.7
Meeting students' needs	2	7.7
Preparedness	2	7.7

TABLE 15
QUALITIES OF GOOD BILINGUAL TEACHER

Sensitivity to student needs
Ability to work with parents and community
Ability and effectiveness motivating students to learn
Awareness of the acculturation process
Provide a positive role model, moral character and leadership
Having a positive attitude
Possessing professional qualifications and experience
Proficiency in the native language and English
Value native language and culture
Hard working

TABLE 16

VISION OF THEIR SCHOOL

Category:	Fr.	%
•To learn/parents take part	6	23.0
•Excellence/Bilingual	4	15.0
•Bilingualism/ EEO	3	11.5
•Sensitive to students need	2	7.6
•Non-political	2	7.6
•Multicultural environment	1	3.8
•Innovative	1	3.8
•Other (Model, Disciplined, Freedom, No Discriminat.)	7	26.0

TABLE 17

WHAT IS EXPECTED FROM PARENTS IN USA

ACTIVITY	Fr.	%
Parental Participation	15	57.7
Monitoring/Motivating child	7	26.7
Some antaginism	2	7.7
Respect	1	3.8

(missing case = 1)

WHAT WAS EXPECTED FROM PARENTS IN THEIR NATIVE COUNTRY

Category	Fr.	%
Trust	7	26.7
Did not answer	10	38.5

(missing case= 9

TABLE 18
WHAT IS EXPECTED FROM STUDENTS

HERE

Category	Fr.	%
Academic achiev./Educ./Excellence	7	30.43
Approprited behavior	4	17.39
Respect/self interest	4	17.39
Bilingual skills	3	13.04
Satisfaction/Success	3	13.04
Some learning difficulties	2	8.69

(missing case=3)

IN THEIR NATIVE COUNTRY

Category	Fr.	%
Respect	6	23.0
I don't know	7	27.0

TABLE 19

PROBLEMS ENCOUNTERED BY TEACHERS

HERE

Category	Fr.	%
Students behavior	6	23.0
Insufficient time/many actv.	6	23.0
Ineffective parental particpt.	4	15.0
Lack of certification	4	15.0
Lack of respect	2	7.7
Internal staff problems	2	7.7

(missing case = 2)

IN THEIR NATIVE COUNTRY

Category	N	%
No problems	10	38.5
Poor facilities and materials	4	15.4
I don't know	10	38.5
Other	2	7.7

TABLE 20
NEEDED TO TEACH EFFECTIVELY

Category	Male		Female			
	Fr.	%	Fr.	%	Fr.	%
Teaching experience	- -	- - - -	5	38.5	5	19.2
Parental support	2	15.4	1	7.7	3	11.5
Professional Develop.	3	23.1	3	23.1	6	11.5
Teaching Materials	- -	- - - -	2	15.4	2	7.7
Teaching Strategies	2	15.4	--	- -	2	7.7
Student's Motivation	--	- - - -	2	15.4	2	7.7
Other					4	15.4

(missing case = 5)

TABLE 21

PERCEPTION OF THEIR STUDENTS

STRENGTHS

Category	Fr.	%
Math./Native Lang./Science/Soc.St.	12	46.2
Hard Work	6	23.1
Value of Educ./eagerness/motiv.	4	15.3
Other	4	15.3

LIMITATIONS

Category		Fr.	%
English Proficiency/Am. cult.	15	47.7	
Family problems	2	7.7	
Lack of motivation	2	7.7	
Cultural confusion	2	7.7	
Other(Attendance,Discrim./Discpl)	3	11.5	
(missing case = 2)			

TABLE 22

ROLE SELF PERCEPTION

Category	Fr.	%
Helping resolving problems:		
students	24	92.4
school	21	80.7
students' family	19	73.0
Consulting with other	22	96.25
Helping others	14	53.84
Working with parents	25	96.15
Advocacy	21	91.3
Working extra hours	21	80.76
(missing case =)		
Positive role model	26	100.00